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ABSTRACT

The four instructional units or mini-courses in the area of home economics are designed for the seventh through ninth grade levels. In the first two units (parts A and B), both six-week courses, provide seven learning activities in family living and 10 activities in personal culture focusing on: self and personality development, goals and values, relationships within and outside the family, couples and family life cycle, and economics of home and family, and career decision making. The 12-week course in child development (part C), provides six learning activities designed to train students through involvement in local pre-school and primary education program activities. Topics studied include: human reproduction, parents and family, child care and development, daily problems in child care, vocations, and available community resources. The final unit (part D) deals with careers in home economics, and the 22 activities, divided into grade levels, examine: career awareness; roles; personal interests; values clarification; and careers in clothing, textiles, design, food and nutrition, and child care and development. Each lesson is organized into goals, performance objectives, activities, and outcome measures headings, and the first three units contain resource lists. (JB)

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Family Living

ED107784

U. City, Mo. School District

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TOPIC: C A R E E R S in E D U C A T I O N

AREA: Home Economics - FAMILY LIVING

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

AUTHOR: GLORIA E. FERGUSON, Teacher
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SCHOOL: Brittany Junior High School
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DATE: Summer, 1 9 7 2

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

Concepts:

1) The Self and Personality Development
2) Relationships Within the Family
3) Relationships Outside the Family
4) The Role of Goals and Values in Determining Behavior
5) Importance of Choice of a Lifetime Partner
6) Family Life Cycle
7) The Economics of the Home and Family
8) Principles of Democratic Living

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

G O A L S:

1) For individuals to recognize and understand the importance of the home and family and their effects on the individual members and to be able to achieve a greater sense of self-worth and dignity as an individual.

2) For individuals to be aware that different family groupings may reflect different values, standards and aspirations for its family members, but yet be adequate and acceptable.

3) For individuals to be able to identify, analyze and clarify family goals and values and to appreciate the variety in family life and the ways the variety can enrich their community.

4) For individuals to recognize needs, interests and roles of different family members and accept some responsibility for achieving needs, interests and role aspirations.

5) For individuals to know some basic principles of human growth and development and know this growth relates to the family cycle.

6) For individuals to recognize and identify basic principles of money management, develop skill in the use of family resources, and recognize and become skillful in the role of the consumer.

7) For individuals to be able to understand the cultural aspects of the family and how this has influenced decision making in the family.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

COURSE OUTLINE:

I. Yourself and Your Personality

II. Your Goals and Values Influence Your Behavior

III. Your Relationships Within and Outside Your Family

IV. Couples and the Family Life Cycle

V. You the Consumer

VI. Making Decisions

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOAL: For individuals to recognize and understand the importance of the home and the family and their effects on the individual members and to be able to achieve a greater sense of worth and dignity as an individual.

DEVELOPMENTAL OBJECTIVES:

1) For individuals to recognize the factors affecting personality development and to demonstrate greater self-understanding.
2) For individuals to relate personality development and self understanding to achieving mature behavior.

PERFORMANCE OBJECTIVES:

1) Individuals to develop an autobiography according to a given outline.
2) Individuals to discuss the meaning of personality development through use of University of Missouri tape and discussion guides: Today's Teens.
3) Individuals to view film about adolescent growth.
4) Individuals to observe and compare the behavior of seventh and ninth grade students.
5) For individuals to read from list of selected references.
6) Individuals to match heredity and environmental influences with personalities through use of case studies, films, tapes, personal interviews.
7) Individuals to observe and record behavior mechanisms used to deal with frustration.
8) Individuals recognize and describe the components in a philosophy of life and participate in class discussions to illustrate how each particular philosophy of life is constantly changing as each individual grows.
9) Individuals interview adults and use an outline in conducting the interview for the purpose of finding how a philosophy of life changes.

OUTCOMES:

1) The student is able to relate self-understanding to understanding others in the class.
2) The student is able to participate in role-playing through situations and compare patterns of actions and rates of development.
3) The student is able to use a rating scale to compare seventh and ninth grade growth: physical, emotional, social, intellectual, spiritual, sexual.
4) The student is able to identify and discuss developmental tasks of teenagers and relate these tasks to progress, toward achieving individual potential.

5) The student will be able to select three personality traits from a list and analyze each from standpoint of heredity and environment.
6) Given a tape recording, students is able to recognize the behavior mechanism used.
7) Given an outline of major components, student is able to write a brief philosphy of life and underline areas he recognizes as most likely to change in high school.
8) Student is able to record an interview on paper or tape he has conducted with an adult member of the community for the purpose of finding how a philosophy of life changes.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOAL: One must be aware that different family groupings may reflect different values, standards and aspirations for its family members, but yet be adequate and acceptable.

DEVELOPMENTAL OBJECTIVE:

For one to be able to know of various values, standards and inspirations and to understand how they originate with different people.

PERFORMANCE OBJECTIVS:

1. Be able to recognize values, standars, and aspirations charachteristics of various family structures of class backgrounds or ethnic groups.

2. Be able to recognize that at various stages of the family life cycle individuals have different values and aspirations.

BEHAVIORAL OUTCOMES:

a) Be able to write at least five distinguishable characteristics of the upper class, middle class, and lower class of the class structure (stratification system) of the United States and one other country or nation. (One must not miss more than one for each class.)

b) Be able to list two values or aspirations that would be characteristic of each of the 6 classes mentioned in Part A. (All six must be given for passing.)

c) Be able to give an explanation of the value held through a study of historical analysis of one country and of any two of the same classes in both countries to show how or explain why the value originated. (A justifiable explanation or back-up dats is sufficient for passing.)

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOAL: For individuals to be able to identify, analyze and clarify family goals and values and to appreciate the variety in family life and the ways this variety can enrigh their community.

DEVELOPMENTAL OBJECTIVE:

1. For individuals to show understanding and knowledge of ways cultural patterns are established in families and ways they vary between families.

2. For individuals to recognize different patterns in family life throughout the world and show increased awareness of the meaning and enrichment these variations afford our families and community.

PERFORMANCE OBJECTIVES:

1. Individuals recognize and explore through readings and films how the culture we live in determines some of the patterns of family living and discuss how these differences and similarities within our community strengthen and enrich it.

2. Individuals recognize there are more similarities in family partners in our culture and community than with partnerns in different cultures through making slides and presenting a multi-media experience using sight and sound.

3. Individuals talk with resource persons representing different cultures who live in the community and relate the differences they record to achieving satisfying family life.

4. Individuals compare family values with the directions they provide for individual behavior through participating in short plays and watching selected television programs.

5. Individuals identify family values and discuss how they direct the behavior of family members in video tapes of current television programs.

OUTCOMES:

1. Given illustrations of family living patterns the student is able to match them and write a paragraph pointing out similarities.

2. Student is able to plan and execute a social event which includes guests from a wide variety of family cultures.

3. Student is able to evaluate social event from standpoint of family cultures represented and the differences and similarities in social behavior, national customs.

4. Student is able to choose, watch and analyze one television program from standpoint of family values and goals and the direction it gave individual members.

5. Student is able to choose, watch and compare family values in one television program with her own family's goals.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOAL: One must be cognizant of needs, interests, and roles of different family members and accept some responsibility for achieving needs, interests, and role aspirations.

DEVELOPMENTAL OBJECTIVES:

One must be aware of the prescribed roles of various family members and influcence society has on the formation of individual's interests, image and fulfilling needs.

PERFORMANCE OBJECTIVES:

1. One must be able to compare roles of parents, their needs and responsibilities.

2. One must be able to tell how traditional roles of the family members have been undergoing modifications.

3. One must be able to explain how the needs and responsibilities of the individual relate to the total family group.

BEHAVIORIAL OUTCOMES:

A. One must be able to match sixteen out of twenty test items on the prescribed roles of various family members.

B. One must be able to label ten or fifteen statements true or false in relation to changes in various roles of family members.

C. One must be able to write a paragraph on the responsibility of any family member and show how that responsibility affects other members in the family. Also, tell if the tesponsiblity was not carried throughhow it would affect the family as a whole. (Passing or failing will be a judgmental objective assessment of the teacher.)

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOALS: One must know some basic principles of human growth and development and how this growth relates to the family life cycle.

DEVELOPMENTAL OBJECTIVES:

One must know the existence of the different stages in the family life cycle.
One must know when human beings, regardless of their ages, growth and development, go through the family life cycle and into the different stages.

PERFORMANCE OBJECTIVES:

1. One must be able to exhibit in some way the family life cycle. This exhibition can be in the form of a poster, chart, collage, etc.

2. One must be able to describe the family members and their relationship to each in terms of growth and development at all of the developmental stages of the life cycle.

3. One must select a family in real existence (it could be her own family) and show how it relates to the family life cycle.

BEHAVIORAL OUTCOMES:

A. One must be able to identify all of the stages of the Family Life Cycle from a chart of fifteen statements or descriptions.

B. One must get seven correct choices out of ten multiple choice items on the growth and development of individuals relating to the family life cycle.

C. Students will be given five case histories of families. They will have to relate the families to the family life cycle to say at what stage each family will fit (all must be correct).

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOAL: For individuals to recognize and identify basic principles of money management, develop skill in use of family resources and recognize and become skillful in the role of the consumer.

DEVELOPMENTAL OBJECTIVES:

1. For individuals to gain greater understanding of the principles of money management and develop some skill in planning for the use of individual and group financial resources.

2. For individuals to identify and gain knowledge of agencies which protect the consumer and how to use these protective measures.

PERFORMANCE OBJECTIVES:

1. Individuals read short stories and discuss how money management relates to the personal goals and values of the characters.

2. Individuals draw cartoons illustrating the factors influencing money management decisions.

3. Individuals read from selected phamplets to discover meaning of management plans for using money, income.

4. Individuals watch film and discuss with a resource person from community factors which help to determine personal and family use of income.

5. Individuals participate in making a display of materials helpful in exploring essential catagories used in planning use of income.

6. Individual participates in preparing and presenting skits about aspects of credit in order to increase comprehension of cost of credit, responsibilities in using credit and influences of advertising.

7. Individual prepares bulletin board of agencies and groups who protect the consumer.

8. Individuals interview personnel from consumer agencies to discover their services.

9. Individuals find clippings from current newspapers about U. S. Government's role in consumer protection and take part in a panel discussion with a resource person.

10. Individuals participate in a class program in which a resource person is invited to discuss the effect of the consumer's voice.

BEHAVIORAL OBJECTIVES:

A. Given a situation, student is able to draw conclusions which can help to guide student in use of money resources.

B. Given a situation, student is able to identify concerns of individuals related to managing money.

C. Student is able to list and discuss factors which help determine family use of money.

D. Student is able to list and establish some three ways to carry out a plan for individual use of money for a teenager.

E. Student is able to lead a class discussion in which she explores one of the following: Management, plans for using money, money income, real income.

F. Student is able to tape record or write a summary of five ads for current television which relate to the use of credit and tell whether credit is an advantage or a disadvantage in this situation.

G. Student is able to identify one catagory she is unfamiliar with, take a pretest, use given resources to acquire knowledge to complete post-test.

H. Student is able to discuss and plan for managing money in a school function, a club, list areas for club agreement and identify and assign responsibilites of treasurer and chairman .

I. Student is able to take part in writing and producing a video-taped program which dramatizes ideas learned about money management.

J. Given a situation on film, student is able to identify services provided by agencies and tell how to use these services to the advantage of the consumer.

K. Student is able to discuss the U. S. Government's part in consumer protection as related to teenagers.

L. Student is able to participate in planning, carrying out, and evaluating a class project in which students exercise group action.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Family Living

GOALS: One must be able to understand the cultural aspects of the family and how the culture has influenced decision making in the family to make each family different to some extent.

DEVELOPMENTAL OBJECTIVES:
For an individual to be able to analyze or study a family and be able to give explanations based on facts on what cultural fuactors have most likely influenced the family such as choice of occupation, education, life style, etc.

PERFORMANCE OBJECTIVES:

1. Be able to list or name factors involving the family that are influenced greatly by the culture in which one lives.

2. Be able to explain to other class members why individuals of different nationalities have certain overall characteristics in regard to their decision making.

BEHAVIORAL OUTCOMES:

A. Students must analyze at least one selected reading on a family of any nationality and tell why the family made certain decisions. The report can be done orally or in writing. (Passing or failingwill be determined by the teacher.)

B. Students must correctly answer twenty text items out of twenty five on the cultural influence of various nationalities on ethnic groups in their decision making and differences in their way of living.

RESOURCES

BOOKS:

1) Fleck, Henrietta and Fernandez, Louise. Exploring Home and Family Living. 3rd Ed., Prentice Hall, 1971.

2) Leeves, Dora S; Banks, AnnaK. and Marie. Teen Horizons at Home and School., Macmillan, 1970.

3) Landis, Judson T. and Mary G. Building Your Life, Prentice Hall, 1964.

4) Pollard, Belle, Experiences in Homemaking, Ginn and Co. 1964.

5) Sorenson, Herbert and Malm, Margueritte, Psychology for Living, McGraw Hill.

6) Ginott, Dr. Hiam, Between Parent and Child, Macmillan, 1965.

7) Duvall, Evelyn, Family Living, Macmillan, 1961

8) Duvall, Evelyn. Faith in Families, Rand McNally, 1970

9) Duvall, Evelyn, Family Development, 2nd ed. Ippincott, 1954

10) Duvall, Evelyn Why Wait Until Marriage

11) Loades, Paul, Your Marriage and Family Living, McGraw Hill, 1970.

12) Dept. of Home Economics, N.E.A. Teachers' Guide to Financial Education , N.E.A. 1967

PAMPHLETS

National Dairy Council, "They Ask Why"
National Consumers Financial Association, "Basic Principles in Family Money and Credit Management"
Public Affairs Phamphlets, 22 E. 38th St. New York, New York
United Savings and Loan League, 221 N. LaSalle, Chicago, Ill.
U. S. Dept. of Agriculture, Divison of Home Economics, Federal Extension Service, Washington, D. C.
J. C. Penny Co., 1301 Avenue of the Americas, New York, N. Y.
Sears Roebuck Foundations, 3333 Arthington St. Chicago, Ill.
Consumer Research Inc. Washington, D. C.
Consumers Union Inc. Educational Div. 256 Washington St., Mt. Vernon, New York
Credit Union National Association, Box 531, Madison, Wisc.
Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York, N. Y.
International Consumer Credit Association, 375 Jackson Avenue, St. Louis, Missouri
President's Committee on Consumer Interests, Federal Extension Service, Government Prt. Office, Washington, D. C.
"Before You Sign" "Knock Knock"

GAMES: Herder and Herder, The Value Game, 1970

LEARNING PACKAGES: Home Economics Learning Packages, American Home Economics Association, Washington, D. C.
"Learning to Get Along With Others"
"You Can Bank on It"
"The Consumer is King"

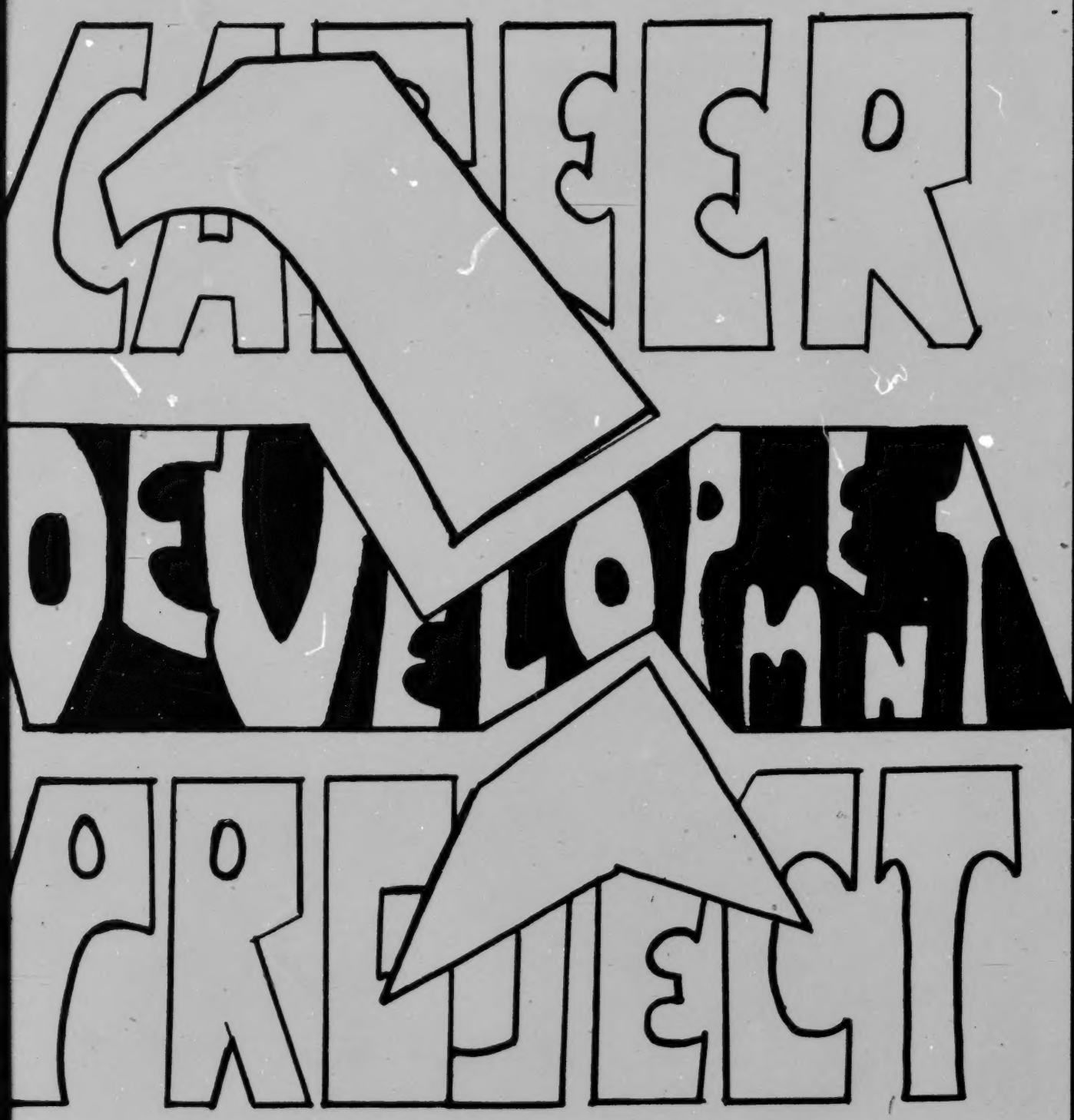
FILMSTRIPS: "Paying By Check, Your Town", 330 Maryland National Bank P. O. Box 822, Baltimore, Maryland 21203
"Protecting the Consumer", N. Y. Times Book and Educational Division, New York, New York.
"The U. S. Economy in Action, The Role of the Consumers" Park I, Joint Council on Economics Education, Washington, D.C.
Money Management Institute, Household Finance Corporation,
"A New Look at Budgeting"
"Your World and Money"
"Your Money's Worth in Shopping"
"You, the Shopper"
Associated Films, Educational Divison of Institute of Life Insurance, "How Life Insurance Policies Work"

MAGAZINES:

Co-Ed Magazine, Scholastic Magazine Publishers
Changing Times, Published by Kiplinger, Washington Editors, Washington, D. C.

FILMS: Bell Telephone Company ' "Thread of Life", "Gateways to the Mind"
Coronet Films, 75 S. Water, Chicago, Ill., "Fred Meets a Bank"
Modern Talking Picture Service, "A Penny Saved"
Associated Films, "The Wise Use of Credit"
Institute of Life Insurance "Life Insurance - What It Means and How It Works"
Household Finance Corporation , "Managing the Family Income"
University of Missouri, "Families Talk It Over"
Film and Video Tape and Discussion Guide from U. Of Missouri Extension Division, Columbia, Missouri
Today's Teens #1, "Where Have I Failed"
Today's Teens #2, "What Will He Do Next"
Today's Teens #3, "Is Everybody Going?"

Personal Culture



. City, Mo. School District

E Edwards

TOPIC: P E R S O N A L C U L T U R E

AREA: Homemaking

AUTHORS: GLORIA E. FERGUSON, Teacher

JAN M. LANDRUM, Teacher

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL

University City, Missouri

DATE: S U M M E R - 1 9 7 2

INTRODUCTION

Personal Culture is one of two mini-courses; the second mini-course is Family Living. These two courses can be taught separately as two six week courses or as one twelve week course. This arrangement allows enough flexibility to meet the various needs of students and teachers. Each of the two areas can be expanded to a twelve week course.

The courses will focus on the individual's concept of herself and of her relationships with others through a variety of learning activities chosen to involve her as an integral part of the school, the family, the community and the world of work as it is now. In addition, the courses will help the individual to adjust to future situations such as career selection, future plans, and the necessary and/or desirable initial steps and self improvement to reach these objectives. The amount and type of self improvement for each individual will be largely determined by her self-concept and self-analysis.

Personal Culture and Family Living will be specifically oriented toward developing the individual in many interpersonal and intercultural activities; for example: practicing good posture, learning to select and perform exercises pertinent to the individual, looking at family needs, learning ways to make adjustments in the world as it is today, the

school, the community, and some work experience.

In the Consumer Homemaking Program it would be an advantage to the total program if students were to complete these two courses by the end of the second trimester of the eighth grade.

INSTRUCTIONAL AREA: Home Economics

INTRUCTIONAL UNIT: Personal Culture

GOALS

1. For individuals to be able to show good posture, a well-proportioned figure, and reflect a healthy appearance.
2. For individuals to be able to select and use grooming habits which maintain and improve appearance and to become aware of effect of facial expressions on others.
3. For individuals to be able to select and maintain a wardrobe which reflects colors, lines, designs, and care appropriate for the wearer and current fashion.
4. For individuals to have an understanding of the characteristics of attractive speech.
5. For individuals to be able to seek employment using positive means.
6. For individuals to be able to understand factors which have a significant effect upon success in an activity or job.
7. For individuals to become aware of environmental and personal factors which have an effect upon the management of time, energy, and money.
8. For individuals to have basic knowledge of etiquette and be able to use the knowledge to select and use appropriate social conduct.
9. For individuals to know basic facts about the use and abuse of drugs, alcohol, and smoking and be able to relate them

to herself.

10. For individuals to have basic knowlege of factors to be considered in dating ani all working relationships with the opposite sex.

COURSE OUTLINE

I. YOUR SILHOUETTE

- A. Posture and daily life
- B. Well-proportioned figure
  1. diet
  2. weight control
  3. exercise

II. IMPROVING ON NATURE

- A. Skin care
- B. Make-up
- C. Hair care and aids
- D. Hand care
- E. Dental care
- F. Facial expressions

III. YOUR WARDROBE

- A. The well-groomed look
  1. cleanliness of self
  2. cleanliness and care of wardrobe
  3. grooming aids
- B. Lines to wear
- C. Colors and shades to select
- D. Planning a wardrobe
  1. fashions
  2. textiles
  3. shopping
  4. consumer tips and practices

E. Accessories in the wardrobe

IV. YOUR SOUND EFFECTS

A. Your speaking voice

B. Your telephone voice

C. Developing voice sparkle

D. Art of conversation

1. listening

2. expanding your views

3. expanding your experiences

V. GETTING ALONG IN TODAY'S WORLD

A. Applying for a job

1. sources

2. applications

3. interviews

B. Beginning on the job

C. Succeeding on the job

D. Working along with others

E. Moving ahead

VI. MANAGING YOUR PERSONAL AND FAMILY LIFE

A. Where you live

1. physical and psychological factors

2. transportation

B. Fitting it all in

1. decision making

2. saving time

C. Money management

1. budgeting for you
2. shopping sense
3. credit use
4. helping yourself save

D. Leisure time

1. friends
2. places to go
3. manners

E. Etiquette and social graces

1. drugs
2. alcohol
3. smoking
4. dining out
5. parties
6. travel

F. Dating

1. manners
2. dilemmas
3. marriage and a career
4. family planning

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to show good posture, a well-proportioned figure and reflect a healthy appearance.

DEVELOPMENTAL OBJECTIVE: For individuals to practice good posture and be able to achieve a well-proportioned figure through diet and exercise.

PERFORMANCE OBJECTIVES:

1. The individual will be able to reorganize and practice principles of correct posture.
2. The individual will be able to describe a balanced diet for herself and the contribution of snacks to her diet.
3. The individual will be able to identify and apply the principles of diet and exercise to figure proportion.

ACTIVITIES:

1. Students analyze own posture and complete a check-list.
2. Students observe other students in the halls and classrooms, fill out a modified check-list and report to the class.
3. Students identify characteristics which contribute to a graceful walk.
4. Students determine own ideal weight through the use of charts.

5. Students discuss the importance of exercise for a healthy body and identify factors which influence choice of types of exercise for each individual.
6. Students view filmstrips: Nutrients in Food.
7. Students play nutrition and calorie games to review Basic Four Food Groups and Calorie Concepts.
8. Students keep an individual record of diet and exercise.
9. Students read related textbooks and pamphlets.
10. Students sit and stand before a full length mirror and devise comfortable and becoming ways to place hands and feet.

OUTCOME MEASURES:

1. Given four pictures of individuals standing, the individual will be able to point out the picture showing good posture and reproduce the same posture herself.
2. Student is able to plan a balanced diet for one day and list five foods to increase calorie intake and five foods to reduce calorie intake.
3. The student is able to apply the principles of nutrition and calorie intake to her own figure by planning an appropriate diet and submitting a one week record of her diet and exercise.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to be able to select and use grooming habits which maintain and improve appearance and to become aware of the effect of facial expressions on others.

DEVELOPMENTAL OBJECTIVE:

1. For individuals to be able to identify grooming habits and to select habits to maintain and improve appearance.
2. For individuals to be able to identify facial expressions which bring pleasure to others.

PERFORMANCE OBJECTIVES:

1. The student will be able to recognize and interpret principles of skin care.
2. The individual will be able to relate make-up to facial shape, coloring, current fashion and taste.
3. The individual will be able to identify hair treatments and aids used in hair care and styling and relate them to grooming and suitability to facial shape and general proportions.
4. The individual will be able to describe a proper manicure and be aware of ways hand positions affect appearance.
5. The individual will be able to relate dental care to grooming and appearance.

6. The individual will be able to discriminate between personal habits and characteristics which attract others and those which repel others.

ACTIVITIES:

1. Students read references on basic care for all skin types.
2. Students use a mirror and complete a complexion analysis diagram to determine skin types and facial shape.
3. Students participate in a program by a resource beauty consultant to learn skin care, make-up, hair styling and care, hair treatments, use of wigs.
4. Students visit a cosmetic department and describe aloud various skin and hair care products and list items necessary to a skin and hair care program.
5. Students participate in preparing some skin and hair products from household ingredients.
6. Students complete overhead picture to relate diet and skin and hair condition.
7. Students cut out pictures of six hair-dos and describe aloud, how the lines would affect features, facial shape, figure, and height.
8. Students observe a manicurist and identify parts of a manicure and manicure products and aids.
9. Students prepare bulletin board of flattering hand

placements and practice some before the mirror.

10. Students read pamphlets on dental care and view a film.
11. Students participate in games to develop awareness of personal characteristics and responses that bring pleasure to others.
12. Students role play situations requiring spontaneous responses to stimulate discussion of appropriate responses and personal characteristics.
13. Students plan a panel discussion on the relationships between grooming and personality in personality development.

OUTCOME MEASURES:

1. Student is able to complete a given chart and plan a skin care program for herself.
2. Student is able to complete a personal make-up chart for herself.
3. Student is able to complete with crayons a diagram in which she plots make-up placement to flatter her features.
4. Student is able to list appropriate hair care products and report on one new hair style she has experimented with, giving reasons for choice and results.
5. Given pictures of three faces and pictures of three wigs, student is able to match facial shape and

hair style noting how lines would affect features, figure, height.

6. Given two pictures of persons, student can identify the picture of a flattering hood position.
7. Student is able to list the various steps involved in a manicure.
8. Student is able to describe aloud a good program of dental care for teenagers.
9. Student is able to complete a rating scale on personal behavior patterns noting attractive and unattractive patterns.
10. Given a case study the student is able to list the grooming factors and the personality factors illustrated.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to be able to select and maintain a wardrobe which reflects colors, lines, design and care appropriate for the wearer and current fashion.

DEVELOPMENTAL OBJECTIVE: For individuals to be able to recognize factors which contribute to a well planned and well coordinated wardrobe and to relate these factors to her own wardrobe and shopping for clothing.

PERFORMANCE OBJECTIVE:

1. Individual will be able to identify lines and becoming colors in clothing and gain awareness of methods of applying appropriate lines and colors to clothing.
2. Individual will be able to relate the factors of health, personal care and cleanliness and next well fitting clothing to the well-groomed look.
3. Individual will be able to describe habits and skills which contribute to the care of clothing.
4. Individual will be able to differentiate between a well-planned and coordinated wardrobe and one which is not planned and coordinated.
5. Individual will be able to recognize factors which contribute to wise shopping for clothing.
6. Individual will be able to relate the use of accessories to planning for variety and coordination

in a wardrobe.

ACTIVITIES:

1. Students fill out check list to recognize factors in grooming.
2. Students collect articles and/or use a form to conduct an interview with individuals they consider to be well-groomed.
3. Students begin a bulletin board of pictures and interviews and articles about persons who show a well-groomed look.
4. Students watch a demonstration and participate in a laboratory on stain removal.
5. Students discuss and list aloud skills which aid in clothing care.
6. Students read pamphlets on clothing care and purchase.
7. Students view films on color, line, optical illusion, spending for clothing.
8. Students use collars of different colors to determine becoming colors and shades and values.
9. Students use line charts to become aware of the effect of line in dress on appearance.
10. Students watch demonstration and then use cut-outs, the overhead projector or make posters to show effects of clothing line, color, fabric, on general appearance.

11. Students discuss meanings of good taste as it relates to personal appearance and the activities about color, line, wardrobe planning.
12. Students participate in short written objective tests to stimulate discussions on coordinating colors in dress.
13. Students complete a personal color guide.
14. Students read references on clothing inventory and in small groups prepare sample inventories; mount on poster board and add illustrations.
15. Students use reference in Coed magazine on how leading models disguise figure imperfections through choice of clothing.
16. Students read and discuss Sears Hidden Value Series.
17. Individual student research to sharpen fashion sense through analysis of current trends in fashion.
18. Students discuss accessories worn by persons on bulletin board prepared by them earlier.
19. Students plan an accessory swap and discuss effect of personality on choice in accessories and clothing.
20. Students given written introduction ro role-playing situations about shopping practices.
21. Students bring in current advertising and discuss seasonal sales and points to consider when evaluating a bargain.

OUTCOME MEASURES:

1. Given record sheets, student will be able to plan

an appropriate grooming schedule for herself and keep a record for three days.

2. Student will be able to score 200 out of 300 points in a check-up on clothing care.
3. Student will be able to list one method for removing each of five common stains on clothing.
4. Student will be able to use a chart and compare her measurements, list any obvious figure problems and describe the types of clothing that may be expected to disguise the problems.
5. Student will be able to describe on the same chart clothing to accentuate good features in her appearance.
6. Student will be able to show one picture of an ensemble that is appropriate to her wardrobe.
7. Given illustrations of two wardrobes the student will be able to point out the lonesome garments that do not coordinate well.
8. Student will be able to list and compare advantages and disadvantages in shopping at end of season sales and explain how these points affect shopping plans.
9. Student will be able to write a brief description of the type of fashion accessories that express her personality.
10. Given a list of five situations in which accessories are used the student will be able to analyze

and improve the situation.

11. The student will be able to compare the information on five garment labels.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to have an understanding of the characteristics of attractive speech.

DEVELOPMENTAL OBJECTIVE: The individual will be able to identify the factors and characteristics in an attractive speaking voice.

PERFORMANCE OBJECTIVE:

1. The student will be able to evaluate a speaking voice through the use of a list of characteristics of an attractive speaking voice.
2. The student will be able to recognize and use pleasant telephone habits.

ACTIVITIES:

1. Students view film from Bell Telephone Company.
2. Students participate in program given by a resource person from Bell Telephone Company.
3. Student make and listen to tape recordings of stories and use a score-card to learn characteristics with which to describe voice quality.
4. Students watch television programs and report on speech qualities.
5. Students participate in role playing of given situation and determine possible responses in awkward conversations.
6. Students participate in panel discussions with and without guests to develop awareness of their

listening habits and to identify characteristics conducive to the development of conversation.

OUTCOME MEASURES:

1. Given a tape-recording the student is able to list the positive voice qualities of the speaker.
2. Student is able to write an appraisal of her telephone habits.
3. Student is given a short story aloud or on tape and is able to compare two characteristics in the story telling technique.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to be able to seek employment using positive means.

DEVELOPMENTAL OBJECTIVE: For individuals to understand the ways to choose an appropriate job, complete applications, and participate in an interview.

PERFORMANCE OBJECTIVE:

1. Individual will be able to relate abilities, interests and evidence to job descriptions.
2. Individual will be able to complete an application blank neatly and accurately.
3. Individual will be able to develop plans for and participate in a personal interview.

ACTIVITIES:

1. Students collect sources of outside paid and unpaid activities in the community and compare the descriptions with the results of questionnaires taken themselves and given to friends to discover relationships between abilities, activities, interests, training and requirements of the positions.
2. Students practive filling out employment blanks and learn to interpret heading in an employment application.
3. Students prepare a letter of application in class discussion for jobs offered by various sources --

want ads, etc.

4. Students role play answers to letters of application and plan an interwoven outfit and participate in simulated interviews.
5. Student analyzes results of the interview in light of information given and received and can give reasons for accepting or rejecting a position.

OUTCOME MEASURES:

1. Student is able to list sources for outside paid and unpaid activities in community.
2. Student is able to fill out an application blank accurately and neatly.
3. Student is able to participate in an interview designed to get acceptance into a class of her choice (Student could fulfill this requirement by applying for the Child Development course).

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to be able to understand the factors which have a significant effect upon success in an activity or job.

DEVELOPMENTAL OBJECTIVE:

For individuals to be aware of factors which contribute to success in an activity.

PERFORMANCE OBJECTIVE:

1. For individuals to be able to relate all the good grooming habits to success.
2. For individuals to identify signals that suggest individual concentration.
3. For individuals to be able to differentiate between personal and impersonal criticism.

ACTIVITIES:

1. Students rate grooming practices in order of importance to on the job success.
2. Students identify some anticipated adjustments in a new situation through use of case histories and interviews with family and friends.
3. Students play learning games directed toward listening and remembering names and instructions.
4. Students role play some decision making situations to understand the need for balance between asking for help and looking for information in order to

make decisions on the job.

5. Students listen to tape recording that make them practice giving and receiving instructions clearly.
6. Student identifies factors which lead to impersonal criticism.

OUTCOME MEASURES:

1. Student is able to list the grooming practices most related to pleasing their mother or father.
2. Student is able to discuss the development of concentration and compare advantages and disadvantages as it relates to their own purposes.
3. Student is able in a role playing situation to respond positively to impersonal criticism.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to be aware of environmental and personal factors which have an effect upon the management of time, energy and money.

DEVELOPMENTAL OBJECTIVE:

For individuals to be aware of ways to manage environmental and personal factors which relate to the management of time, energy, money and personal growth.

PERFORMANCE OBJECTIVE:

1. For individuals to be able to identify factors in housing which contribute to the mental and physical growth of family members.
2. For individuals to be able to relate the use of leisure time to personality characteristics.
3. For individuals to be able to plan a budget for money.
4. For individuals to be aware of the relationships between management and personal growth.

ACTIVITIES:

1. Students view films on money management.
2. Students view filmstrips on money and budgeting.
3. Students choose one of several short learning packages on: banking, budgeting, use of leisure time, consumer education, credit.
4. Students visit a bank and find out about resources available to them and bring back forms to fill out to understand mechanics.

5. Students invite resource person from insurance company to talk to them and explain budgeting information provided by their company to consumers.
6. Students discuss and compare environmental conditions as they relate to a well ordered life and contribute to individual well being.
7. Students list aloud in class things in the community they might want to do and suggest choices necessary to include two of them as a Junior High student.
8. Students present skits to dramatize situations in personal management.

OUTCOME MEASURES:

1. Student is able to identify the environmental factors when given a situation that will contribute to the mental and physical growth of a specific family member.
2. Student is able to plan how she would include one new activity of interest to her and describe how it could contribute to her development.
3. Student is able to identify the parts in a successful budget for a teenager.
4. Student is able to explain aloud how knowledge of banking practices can contribute to her personal management.
5. Given a list of terms used in money management

student can match each term with an appropriate definition.

6. Student is able to keep a record of money required and spent for a period of one week and tabulate results on a form provided and analyze results in terms of a personal goal.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to have basic knowledge of etiquette and be able to use the knowledge to select and use appropriate social conduct.

DEVELOPMENTAL OBJECTIVE:

For individuals to be able to identify and interpret rules of etiquette as they relate to teenagers.

PERFORMANCE OBJECTIVE:

Student is able to perform instructions, issue and accept various types of invitations, choose correct table manners in various types of eating situations, and identify correct traveling etiquette.

ACTIVITIES:

1. Students view filmstrips.
2. Students play games to gain skills.
3. Students role play situations.
4. Students invite school bus driver to give his views on correct bus etiquette.
5. Students visit travel agency and bring back information which will stimulate class discussions of tipping, dress and public behavior of teenagers.
6. Students include rules of etiquette in preparing for all resource people and field trips during the course.

OUTCOME MEASURES:

1. Student is able to perform instructions with a

visitor to the classroom.

2. Student is able to show appropriate rules of etiquette and public behavior on field trips.
3. Student is able to describe appropriate dress and anticipated etiquette in a given situation.
4. Student is able to plan and serve refreshments in honor of a guest in the role of hostess, member of a group, and guest.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to know basic facts about the use and abuse of drugs, alcohol, and smoking and be able to relate them to herself.

DEVELOPMENTAL OBJECTIVE: For individuals to have knowledge about drugs, alcohol, and smoking and their effect on health and behavior.

PERFORMANCE OBJECTIVE: The individuals will be able to describe aloud the effects of drugs, alcohol, and smoking on herself and those around her.

ACTIVITIES:

1. Students read related pamphlets.
2. Students view film and reorganize and identify the choices in the situation.
3. Students invite resource person and prepare in advance a list of questions on topics of interest to them.

OUTCOME MEASURES:

1. Student is able to match short and long range effect of specific drugs and human health.
2. Student is able to identify in a given situation the behavior which may be attributed to the use of drugs, alcohol and smoking and analyze the effect of this behavior upon peers.
3. The student is able to relate a given situation to

a choice between realistic alternatives and personal goals.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Personal Culture

GOAL: For individuals to have basic knowledge of factors to be considered in dating, and working relationships with the opposite sex.

DEVELOPMENTAL OBJECTIVE: For individuals to be able to identify and relate factors to be considered in dating to the family, age, and goals.

PERFORMANCE OBJECTIVES:

1. Individual will be able to identify behavior with the opposite sex as this behavior relates to personal and family goals.
2. Individuals will be able to analyze relationships with the opposite sex in dating as it contributes to learning about other people.
3. Individuals will be able to relate etiquette, good grooming practices and personality development with dating.
4. Individuals will be able to recognize factors that will contribute to success in working with members of the opposite sex.
5. Individuals will be able to identify marriage and career with changing personal goals and management techniques.

ACTIVITIES:

1. Student reads and discusses pamphlets and duplicated

materials on behavior with the opposite sex.

2. Students set up class check list on behavior likely to attract the opposite sex through using a sample check list and then applying references and discussion to changes in the check list.
3. Students plan a debate on the subject: co-educational schools.
4. Students collect pictures of both sexes and prepare a bulletin board to apply principles of good grooming to attracting the opposite sex.
5. Students role play situations to observe effects of etiquette, grooming, appropriate dress, and responses on relationships in dating and working with the opposite sex.
6. Students view film on dating and marriage.
7. Students discuss family planning as it relates to age, family and personal goals.
8. Students interview friends in the community using a class developed form to discover factors in managing a home and career successfully in relation to goals.
9. Students identify and rate qualities that are important in dating, working with members of the opposite sex and marriage and compare the similarities and differences.
10. Students use socio-dramas as aids in discussions.

11. Students play "value game."

OUTCOME MEASURES:

1. Given a situation, student will be able to identify the behaviors conducive to personally rewarding dating relationships and compare with behavior conducive to personally rewarding friendships.
2. Student will be able to describe appropriate etiquette, grooming, and dress for occasions where the opposite sex is present.
3. Student will be able to make a check list of factors which contribute to a coed group completing a science project as it relates to working together efficiently.
4. Student will establish a list of factors to consider in planning for marriage and career.
5. Students will be able to outline how two of these factors might change during high school.
6. Students will be able to cut out pictures and prepare a poster matching two items from a suggested list of personal management techniques with one personal and with one career or working goal (illustrations of an activity suggests a goal).

RESOURCE LIST

BOOKS

MANAGE YOUR MONEY AND LIVE BETTER
David Markstein, McGraw-Hill, St. Louis

ABOUT HER
Margaret Andrews, Gregg Division, McGraw-Hill

TEACHERS GUIDE TO FINANCIAL EDUCATION
N.E.A. Association, Department of Home Economics, 1967

MANAGEMENT FOR BETTER LIVING
Starr, D.C. Heath, 1966

GROOVY GROOMING
American Red Cross

YOUNG TEENS AND MONEY
Mary Beery, McGraw-Hill, 1970

CHARM, THE CAREER GIRLS' GUIDE TO BUSINESS AND PERSONAL SUCCESS
Helen Whitcomb, 2nd Edition, Greeg Division, McGraw-Hill, 1971

CHARM, A PORTFOLIO OF ACTIVITIES

HOW YOU LOOK AND DRESS
Byrta Carson, 4th Edition, Webster Division, McGraw-Hill, 1971

YOUNG LIVING
Clayton, 2nd Edition, Charles Bennett

TEEN HORIZONS AT HOME AND SCHOOL
Lewis, Banks and Banks, Macmillan, 1971

HOW TO WEAR CLOTHING WITH AN EMPHASIS ON DARK SKINS
Charleszine Wood Spears, Burgess Publishing Co.

BEHAVE YOURSELF
Peg Bracken

MIND YOUR MANNERS
Allen

THRESHHOLDS TO ADULT LIVING
Craig, Hazel Thompson, Bennett, 1969

SEVENTEEN BOOK OF ETIQUETTE AND ENTERTAINING
Enid Haupt, editor, David McKay

PAMPHLETS

NATIONAL DAIRY COUNCIL
"A Girl and Her Figure"
"Reflections"
"Snacks, Chance or Choice" (poster)
"Calories and You"

AMERICAN RED CROSS
"Drug Abuse"

PROCTER AND GAMBLE
"Through the Looking Glass"

SEARS ROEBUCK CO. CONSUMER INFORMATION SERIES
"Hidden Value Series"

EDITORS OF COED MAGAZINE, DIVISION OF SCHOLASTIC MAGAZINES
"Better Buymanship"

UNIVERSITY OF MISSOURI EXTENSION DIVISION
"Girls Learn How to Look and Dress" series

UNITED STATES GOVERNMENT PRINTING OFFICE, DIVISION OF CONSUMER PRODUCT INFORMATION
"Your Social Security"
"Drugs of Abuse"
"Answers to Most Frequently Asked Questions About Drug Abuse"
"Dietary Supplements"
"Food and Your Weight"
"Nutrition Sense and Nonsense"
"Truth in Lending"

AVON PRODUCTS, INC.
"Pretty Special"
"You and Your Job"
"The Looks of Grooming" (two posters)

N.E.A. ASSOCIATION, DEPARTMENT OF HOME ECONOMICS
"Feminine Finance"

MONEY MANAGEMENT INSTITUTE
"Your Clothing Dollar"

WESTERN ELECTRIC COMPANY
"Drug Facts"

LEARNING PACKAGES

HOME ECONOMICS LEARNING PACKAGES, AMERICAN HOME ECONOMICS ASSOCIATION
- "Come Alive With Color"
- "The Consumer is King"
- "You Can Bank On It"
- "Pathways to Friendships"
- "Money Might"

GAMES AND SOCIO-DRAMAS

AMERICAN FAMILY LIFE ASSOCIATION NATIONAL DAIRY COUNCIL
- "Illinois Teacher"
  Published by University of Illinois, Urbana, Illinois
- "Value Game"
  Herder and Herder

PROGRAMMED LEARNING

GLAMOR GENIE
Beverly Kane, Education and Publication Corp. for Parker Publishing Company

HOW TO BE MORE CREATIVE
I. Whisler, Central Scientific Co., Chicago, Illinois

PRIMER ON MANNERS
Warren, Honor Products, Cambridge, Massachusetts

MAGAZINES

COED
Scholastic Magazines, Englewood Cliff, New Jersey

FILMSTRIPS

COLOR AND YOU
J. C. Penny Company

MANAGING YOUR CLOTHING DOLLARS
Money Management Institute

OPTICAL ILLUSION
Singer Co.

NEW LOOK AT MONEY
Money Management Institute

YOUR WORLD AND MONEY
Money Management Institute

NUTRIENTS IN FOOD

THE VITAMIN STORY

DENTAL HEALTH

FILMS

NARCOTICS; THE DECISION
Color, National Association, 30 minutes, 16mm, Rental fee: $3.00

PERSONAL MONEY MANAGEMENT
Color, Associated Films, 13 minutes

YOUR MONEY'S WORTH AND SHOPPING
Associated Films, 15 minutes

A MANNER OF SPEAKING
Color, Bell Telephone Company

RESOURCE PEOPLE

-- Bell Telephone Company
-- Beauty Consultant
-- Juvenile Officer from Police Department
-- Commerce Bank
-- Metropolitan Insurance Company (or equal)
-- Patricia Stevens Career Collage
-- Missouri School for Doctor's Assistants and Technicians
-- Brentwood Business College
-- School Bus Driver

FIELD TRIPS

Washington University, School of Dress Design
Day Care Center

St. Louis County Hospital School of Nursing

KETC

Travel Agency

Commerce Bank of University City (or equal)

RELATED CAREERS IN PERSONAL CULTURE

Secretary
Typist
Receptionist
Office Worker
Fashion Consultant
Clothing Buyer
Fashion Model
Salesperson
Retailing and Merchandising
Dress Designer
Home Economist
Public Relations
Interior Designer
Cook-Home, Hotel, Restaurant
Dietician
Nurse's Aide
Hospital Worker
Fashion Coordinator
Fabric Designer

Babysitter
Camp Counselor
Display Designer
Tour Guide
Tester-Garments and Textiles
Dry Cleaner
Wardrobe Worker
Bridal Consultant
Dressmaker
Seamstress
Clothing Alterer
Garment Examiner
Food Service Aide
Restaurant Hostess
Managers
Caterer
Food Products Tester
Waitress

Child Development

U. City, Mo. School District

L Edwards

TOPIC: C H I L D D E V E L O P M E N T

AREA: Homemaking

AUTHORS: GLORIA E. FERGUSON, Teacher

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PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL

University City, Missouri

DATE: S U M M E R - 1 9 7 2

INTRODUCTION

Child development is equally as important in education as any of the other areas in home economics. Through the study of child development, an individual can understand himself and others more. This understanding will aid a pupil in his relationship with mankind as a whole. This understanding will help one to adjust better presently in the environment of the school, the home and the community. The course in child development will consist of classroom activities and field work or practicum which will aid students in their future adjustments as parents, citizens and workers in the community or as older sisters and brothers with the responsibilities to siblings.

Students who are enrolled in the child development program may spend approximately half of their twelve weeks in classroom activities and the other half in laboratories; such as nurseries, other preschool programs, and kindergartens or first grade classrooms.

The program will involve no more than twenty students. The students will receive training in the following areas: human reporoduction, importance of the parents and the family, care of children, developmental stages of growth and development, daily care of children and problems to be considered, and vocations and resources available in the community relating to children.

The twenty students will be assigned to the elementary schools which are closest to their places of residence. The parents will assume the responsibility of getting their children to the elementary schools on a daily basis at the time that school begins from Monday through Friday.

The students will observe students and teachers while working together in the classroom. The students will actually work with the elementary or preschool children under the supervision of a qualified teacher. They will get involved in all kinds of activities such as games, numbers, reading and motor perception skills, etc. These students, after working in the elementary or preschool programs in the mornings, will then come back to the junior high school for the rest of their course work. These students will be evaluated at the middle and at the end of the course by the elementary or preschool teachers.

Resource people and field trips will be used for further enrichment in the course. Specifically, the students will be given information about children in the areas mentioned in the third paragraph and students will be told how their basic skills relating to children can be applied to the home, the community, and their future aspirations of the world of work and the part they may play in relation to motherhood and parenthood. The students will receive information on careers that relate to children, such as job opportunities, requirements, and compensations for different jobs, etc.

INSTRUCTIONAL AREA: Home Economics

INSTRUCTIONAL UNIT: Child Development

GOALS

1. To help students to understand the reporoductive process of men and women.
2. To help students to understand that the home and family play an important part in the background for growth and development of children.
3. To aid students to gain knowledge in the physical, mental and social development of children.
4. To help students know how to care for small children in a safe and healthy environment.
5. To help students to be able to work with children under age seven for private or public institutions or in homes in the community.
6. To acquaint students with various vocations and resources relating to children in the community.

COURSE OUTLINE

I. HUMAN REPRODUCTION

- A. Male reproductive system
- B. Female reproductive system
- C. Heredity

II. THE FAMILY AND THE ENVIRONMENT

- A. The family
- B. Effects of various entities in the outer environment
  1. alcohol
  2. smoking
  3. radiation
  4. venereal disease

III. STAGES OF GROWTH AND DEVELOPMENT

- A. Newborn - six months
- B. Six months - one year
- C. One year - two years
- D. Three years - six years
- E. Six years - twelve years

IV. CARE OF CHILDREN

- A. Bathing the baby
  1. baby equipment
  2. the navel
  3. the penis
  4. the fontanel
  5. clothing for children

B. Sleep

C. Play period

D. Bowel movements

E. Diets for babies

F. Neonatal and postnatal care

G. Health and safety

1. teething
2. fevers
3. colds
4. ear infections
5. convulsions
6. cuts and burns
7. swallowed objects and choking
8. objects in nose and ears
9. poisons
10. artificial respiration

V. *SKILL BUILDING FOR WORKING WITH CHILDREN IN HOME, PRIVATE, OR PUBLIC INSTITUTIONS*

A. Motor skills

B. Academic skills

C. Reading

D. Writing

E. Numbers

F. Games

VI. *VOCATIONAL, LABORATORY ASSIGNMENTS, SERVICE AND OTHER RESOURCES, INFORMATION RELATING TO CHILDREN*

A. Careers and descriptions relating to children

B. The child and the school

C. The child and the home

D. Motherhood and the child

INSTRUCTIONAL AREA: Home Economics; Human Reproduction

INSTRUCTIONAL UNIT: Child Development

GOAL: To help students to understand the reproductive process of men and women.

DEVELOPMENTAL OBJECTIVE: For students to know the contribution of both the male and famale in the production of a human embryo.

PERFORMANCE OBJECTIVES:

1. The students will be able to write in an essay form about the formation of the human embryo.
2. The students will be able to identify through an illustration, the female and male reproductive organs.

ACTIVITIES:

1. The students will study a chart of the male and female reproductive systems.
2. The students will view a film on the reproductive process.
3. Students will read a pamphlet or leaflet on the formation of the fetus.
4. Students will discuss with the teacher the subject of reproduction.

OUTCOME MEASURES:

1. Given a detailed summary and an overview of information taken from the film, the chart and pamphlets, the student will be asked to write three detailed

paragraphs explaining the reproductive process relating to both male and female. Students must not have more than two misrepresentations of details to pass.

2. Given a chart with diagrams illustrating the reproductive organs of both male and female, the student will be asked to label each part on the chart. Students must not incorrectly label more than two items in order to pass.

INSTRUCTIONAL AREA: Home Economics; Home and Family Environment

INSTRUCTIONAL UNIT: Child Development

GOAL: To help students to understand that the home and family play an important part in the background for growth and development of children.

DEVELOPMENTAL OBJECTIVE: For individuals to be aware that the home surroundings and the family will affect the growth and development of children.

PERFORMANCE OBJECTIVES:

1. The students will have to explain or discuss ways in which the home and the family affect the growth and development of children.
2. The students will have to list ways that the home and the family affect the growth and development of children.

ACTIVITIES:

1. Students can collect and read articles on the growth and development of children.
2. Discuss the affects of children in different home and family environments.
3. Visit a facility of children where there is no family pattern as such (orphan homes, juvenile detention centers).
4. Students can write papers on the effect of their home and family on their growth and development, mentally, socially, and physically.

OUTCOME MEASURES:

1. Given a list of twenty items, students will be able to select ten items that would have a direct effect on the growth and development of children.

INSTRUCTIONAL AREA: Home Economics; Stages of Growth and Development of Children - Newborn - Twelve Years Old

INSTRUCTIONAL UNIT: Child Development

GOAL: To aid students to gain knowledge in the physical, mental, and social development of children.

DEVELOPMENTAL OBJECTIVES: Students will know that each child develops at his own rate mentally, socially, and physically, and there are known stages of developmental processes.

ACTIVITIES:

1. Students will make written and oral reports on the behavioral developmental stages at various age levels.
2. Students will read pamphlets by Ross Laboratories on "Behavioral Development at Various Age Levels."
3. Students will observe small children at different age levels and write brief descriptions of each child's behavior and identify each child's age.
4. Students will view film or films from the Red Cross on children of different ages.
5. Students can read articles from magazines on the developmental stages of children.

OUTCOME MEASURES:

1. The students can be asked to match twelve descriptions of behavior with the age levels of one through twelve. The students cannot miss more than three in order to pass.

2. The students can make a poster or chart illustrating children at different age levels, one through twelve, with expected descriptions of behavioral developmental stages. All twelve descriptions will have to be accurate.

INSTRUCTIONAL AREA: Home Economics; Care of Children

INSTRUCTIONAL UNIT: Child Development

GOAL: To help students to know how to care for small children.

DEVELOPMENTAL OBJECTIVES: For students to know how to feed, bathe, and play with children in a safe and healthy environment.

PERFORMANCE OBJECTIVES:

1. Students will be able to tell how to feed children from ages one through six in a safe and healthy environment.
2. Students will be able to explain the components of giving a child a bath in a safe and healthy environment.
3. Students will have to be able to select safe and appropriate activities, games and toys for children's play periods at various age levels of ages one through six.
4. Students will have to explain the hazards of an unsafe environment.

ACTIVITIES:

1. Students will listen to the school nurse talk on the nutrition of children.
2. Students can read materials from the Red Cross Mother's Aid course and demonstrate to the other class members on how to bathe a child in a healthy and safe environment.

3. Students can read pamphlets from Heinz Baby Food Company on the nutrition of infants and children.
4. Students can bring games, toys and other medias to class to make presentations on the appropriateness for play periods for children at different age levels.
5. Students will complete a learning package on the nutrition of infants, newborn - one year old.

OUTCOME MEASURES:

1. Students must correctly answer sixteen out of twenty multiple choice test items on the feeding of children.
2. Students will correctly list ten items involved with bathing a child in the chronological order of what is used first to what is used last in the bath.
3. Students will correctly match fifteen out of twenty test items of children's toys and activities or games with the appropriate age levels.
4. Students will list twenty safety measures from memory about a safe environment for children. One hundred per cent performance is necessary for passing.

INSTRUCTIONAL AREA: Home Economics; Skill Building for Working With Children in Homes and Private or Public Institutions

INSTRUCTIONAL UNIT: Child Development

GOAL: To help students to be able to work with children under age seven for private or public institutions or in homes in the community.

DEVELOPMENTAL OBJECTIVES:

1. For individuals to be aware of the professional responsibility involved while working with small children.
2. For students to be cognizant of how to serve as leaders or authoritative figures while working with children.
3. For students to gain skills to work with children individually, in small groups or in large groups in educational programs.

PERFORMANCE OBJECTIVES:

1. Students must be able to recite information which is necessary to know while baby-sitting for children in homes.
2. Students must be able to explain what is involved in good employment habits.
3. Students must be able to write the pros and cons of working with children from ages three - six.
4. Students will explain and demonstrate to class

members how to teach motor or academic skills to children from ages three - six.

5. Students will do research in libraries on games, activities and learning of children from ages three - six.

ACTIVITIES:

1. Students will read at least two references on baby-sitting (selections made by the teacher).
2. Students will listen to a resource person such as an employment counselor on work habits and performances.
3. Students will observe teachers and teacher's aides working with children in laboratories such as in kindergarten, first grade, and/or nursery schools.
4. Students will read and review sheets on the kindergarten and grades one, two and three on "Characteristics and Needs of Children."

OUTCOME MEASURES:

1. Students must be able to list at least seven out of ten important things to know while baby-sitting in a home during the time the mother is not in the home.
2. Students must be able to correctly identify sixteen items out of twenty statements of true and false test items on good employment habits.
3. Students must be able to list under the proper

heading of pros and cons twenty given statements relating to children of ages three - six. All twenty must be correct for passing this area.

4. Students must demonstrate to the class on how to teach at least three activities to an individual and a small group involving both a motor skill and an academic skill (the teacher and the other students will rate the presentation according to a score sheet). The student must not have any poor rating on any area in order to pass this area.

INSTRUCTIONAL AREA: Home Economics; Vocational Services and Other Resource Information Relating to Children

INSTRUCTIONAL UNIT: Child Development

GOAL: To acquaint students with various vocations and resources relating to children in the community.

DEVELOPMENT OBJECTIVES: For students to be aware that information services and jobs are usually available at various institutions in the community that deal with children.

PERFORMANCE OBJECTIVES:

1. Students must be able to discuss and ask questions about services and job information relating to children.
2. Students must be able to discuss and ask questions about job descriptions and job requirements and performance relating to children.

ACTIVITIES:

1. Students can read brochures on various occupations relating to children in either private or public work.
2. Students can listen to resource people who are working in various occupational fields such as pediatrics, proprietors of day care facilities and pre-school programs.

OUTCOME MEASURES:

1. Students must write five relevant questions relating to occupational information in general about occupations that involve working with children

(questions will be subjectively evaluated by the teacher).

2. Students will be given five of the students' questions to answer as test items. Four out of five must be answered correctly according to the evaluational standard which is set by the teacher.

RESOURCE LIST

BOOKS

THE DEVELOPING CHILD
Holly E. Brisbane with Audrey Palm Ricker, Second Edition, Charles A. Bennett Co., Inc., Peoria, Illinois, 1971

CHILD GROWTH AND DEVELOPMENT
Elizabeth Hurlock

BABY AND CHILD CARE
Dr. Benjamin Spock, Pocket Books - A Division of Simon and Schuster, Inc., New York, New York, 1968

HOMEMAKING FOR TEENAGERS
Irene E. McDermott, Charles A. Bennett Co., Inc., Peoria, Illinois, 1971

YOUR CHILD FROM BIRTH THROUGH THE TEENS
Metropolitan Life Insurance Company, New York, New York, 1964

LEAFLET

"Guide to Better Nutrition"
H. J. Heinz

PAMPHLETS

"Infant Care"
Childrens Bureau Publication No. 8
U. S. Health, Education, and Welfare
Washington, D.C. 20420

"Baby's Book"
Gerber Products Company
Fremount, Michigan 49412

"Foods for Baby"
Gerber Products Company
Fremount, Michigan 49412

"Facts About Foods" 1970
H. J. Heinz Company
Pittsburgh, Pennsylvania 15230

"You and Your Contented Baby" 1972
Coronation Company
U.S.A.

"An ABC's for Baby's Mealtime"
H. J. Heinz Company
Jersey City, New Jersey Similoc

Ross Laboratory
Columbia, Ohio (the following):
"Behavioral Development From 6 - 10 Weeks of Age"

"Behavioral Development, Newborn - 6 Weeks of Age"

"Behavioral Development, 42 - 46 Weeks of Age"

"Behavioral Development, 50 - 54 Weeks of Age"

"Behavioral Development, 18 - 22 Weeks of Age"

"Your Child's Progress in School"

"Your Baby Becomes a Toddler"

"Developing Toilet Habits"

"Your Children's Quarrels"

"Your Child Goes to the Hospital"

"Your Child's Fears"

"When Teenager Takes Care of Children"
Pub. No. 1179 - 40 9 1964 20¢

"Your Child From One to Three"
Pub. No. 413 20¢

"Dental Health and Your Child"
U. S. Army
St. Louis, Missouri

"Preventive Dentistry"
"Oral Health Control"
"What You Should Know to Keep Your Teeth"
U. S. Army Dental Clinic
St. Louis, Missouri

"Facts About Food"
H. J. Heinz Company
Pittsburgh, Pennsylvania

FILMSTRIPS

"FEEDING THE BABY"
"SELECTING TOYS"
"SELECTING CLOTHING"
"TEACHING GOOD HABITS"
"BATHING THE BABY"
McGraw-Hill
St. Louis, Missouri

FILMS

"TARGETS: BABIES AND CHILDREN"
30 minutes, black and white, Child Safety
American Red Cross
17th and D Streets, N. W.
Washington, D. C. 20006

"CHILDRENS PLAY"
27 minutes, black and white
McGraw-Hill Book Company
Text-Film Department
330 W. 42nd Street
New York, N. Y. 10036

"THE BABY SITTER"
15 minutes
"McGraw-Hill

"PRINCIPLES OF DEVLOPMENT"
17 minutes
University of Illinois

"CHILD GROWS UP"
University of Illinois

"CHILDREN ARE CREATIVE"
University of Minnesota

FIELD TRIPS

INFANT CARE
County Hospital, St. Louis County

DIFFERENCE IN CHILDREN
Missouri Baptist Children's Home
Juvenile Detention Center

FEEDING OF INFANT
Nurse

CHILD GROWTH AND DEVELOPMENT
Red Cross

IMMUNIZATION AGAINST DISEASE
Pediatrician

PROBLEMS WITH CHILDREN
Child Psychologist

DAY CARE FACILITIES AND CAREERS
State Director of Day Care and Pre-School Facilities

CAREERS RELATING TO CHILD DEVELOPMENT

Child Care Aide

Child Care Attendant

Nurse's Aide

Baby Sitter

Careers in Home Economics

U. City, Mo. School District

C Edwards

CE00387(d)

CAREERS AND DECISION MAKING COMPONENTS
OF HOME ECONOMICS 7, 8, 9

Summer, 1972
Ellinder L. Carothers
Hanley Junior High School

HOME ECONOMICS

GRADE 7

Self Knowledge Domain

Goal: For students to become aware of their individual changing roles and how these relate to careers of the individual.

Performance Objective: Each student will begin to identify the things that make her an individual through individual checklist, and her relationship to others around her by use of role play situations.

Activities:

1. Each student will write what she feels is her responsibility as a seventh grade individual, at school, home and in the community.

2. Show film such as: Understanding Ourselves and Barbara.

3. Students will use role play situations in class to identify personality types.

4. Show film such as Understanding Others

5. Discuss movie in class

6. Use open end situations to stimulate class discussion

7. Interview older students to determine how their philosophy has changed through years.

Outcome Measures:

1. Individual checklist

2. Completion of open end situations

3. Participation in role play activities

Self Knowledge Domain

Goal: For the student to develop an interest in his personal appearance.

Performance Objective: Each student will acquire knowledge of the many things she needs to make herself attractive, including grooming and wearing neat clothes as evidenced by performance on a test. She will be able to show grooming as a set of health habits including proper rest and diet that can be used to hlep her always look her best as evidenced by student class presentations.

Activities:

1. Students will discuss the effects of physical changes or general appeatances
2. Give illustrations of how individual performance is affected by changes occuring in adolescence
3. Discuss how attractiveness contributes to personal security
4. Discuss the reason grooming routines differ from person to person
5. Discuss the importance of body cleanliness
6. Discuss use and care of grroming supplies
7. Use Film: Facial Care - A Beautiful Idea
8. Use resource persons
   a. Representative cosmetics firm
   b. Representative fashion industry
   c. Nurse
   d. Dermatologist

Outcome Measures:

1. Tests of knowledge of factors which enhance personal appearance
2. Students presentations of the relationships between health habits and appearance

Career Preparation Knowledge and Skill Domain

Performance Objective: Each student will recognize appropriate pieces of sewing equipment for construction task and know the effects, proper utilization, and care of tool and supplies, as evidenced by identification and use.

Activities:

1. Discuss items of equipment essential to beginning seamstress
2. Compare cost and quality of major items
3. Demonstrate correct use
4. Compare home equipment to equipment used in industry

Outcome Measure:

1. Use check sheet to identify sewing devices by name and purpose

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will acquire skills in performing basic hand stitches and making appropriate use of them in relation to construction requirements.

Activities:

1. Practice threading needle and forming knots
2. Practice hand stitches, basting, blanket tacking, blind stitch, slip stitch
3. Discuss choice of stitch in relation to construction need
4. Practice pin basting and machine basting
5. Practice fastener application

Outcome Measures:

1. Perform each hand stitch and give purpose
2. Use hand stitch in given situations

   Example: decorative patch on jeans, etc.

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will gain a thorough knowledge of the sewing machine, its functions and limitations and develop sufficient skill to operate it effectively and safely.

Activities:

1. Use class charts and large wall chart showing various parts of sewing machine
2. Demonstrate proper technique of operations
3. Practice stitching fabric
4. Evaluate suitability of stitch to fabric
5. Build vocabulary of new terms and meaning

Outcome Measures:

1. Test of identification of functions of parts of sewing machine
2. Test of operation and handling of sewing machine

Career Preparation Knowledge and Skills Domain

Goal: For students to develop knowledge and skills in the foods area.

Performance Objective: Each student will be able to list personal and social influences in eating habits and preferences.

Activities:

1. Students will list personal food preferences
2. Discuss in class factors which influence those food preferences
3. Use food advertisement and analyze how they affect food choices

Outcome Measures:

1. Test of knowledge of personal and social factors in food choices

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will acquire knowledge of food needs of individual and these things that influence that need, as evidenced by the use of such knowledge in planning meals.

Activities:

1. Each student will list factors which affect the individual food needs of growth and repair energy maintenance

2. Each student discuss in writing plan for imaginary teenager to lose weight, improve skin condition and have more energy

3. Discuss the special needs of an adolescent that should be met by food

4. Each student determines his individual daily caloric need

Outcome Measures:

1. Written plan for imaginary teenager

2. Determination of daily caloric need

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will develop her knowledge of food planning and preparation skills and will develop her own planning and preparation skills, as evidenced by written test, discussions and performance in planning and preparing foods.

Activities:

1. Students will plan and prepare nutritious as well as tasty snacks
2. Students will practice kinds, use and care of kitchen utensils
3. Students will practice using recipes and correct measuring techniques
4. Use film: Techniques of Food Measurements
5. Students will plan and prepare light meals
6. Use Resource persons
   a. Milnot
   b. Union Electric
   c. Laclede Gas
7. Practice different types of table service and table setting
8. Comparison shopping
9. Tour commercial establishment for large-scale food preparation, becoming acquainted with arrangement of equipment, tools, storage and supplies

Outcome Measures:

1. Written test of utensil use and care
2. Class presentations and discussion of table service and setting
3. Performance in practical application of food planning and preparation

HOME ECONOMICS

GRADE 8

Career Preparation Knowledge and Skills Domain

Goal: For the student to develop an understanding of child care and development.

Performance Objective: Each student will begin the study of child care through active participation with children, as evidenced by completion of observation form and participation in observation, planning, and discussion activities.

Activities:

1. Develop an observation form
2. Visit and observe children in preschool programs
3. Set up a schedule of visit and participation of small groups
4. Divide class into small committees for discussion of developmental stages
5. Each committee shall work with preschool groups under supervision
   a. play activities
   b. music
   c. storytelling
   d. art
   e. snacks for preschoolers
6. Plan activities for preschool children. Each plan will include:
   a. decorating and cleaning room
   b. preparing and serving refreshments
   c. planning and directing entertainment

Outcome Measures:

1. Oral discussion of observation
2. Student's participation in committee
3. Student participation in planned activity

Career Preparation Knowledge and Skills Domain

Goal: For the student to develop an understanding of child care and development.

Performance Objective: Each student shall discuss the emotional development of children and how to cope with some common emotions which she may experience as a baby-sitter.

Activities:

1. Collect pictures from magazines showing several different emotions

2. Make up explanations as to why emotions were displayed and suggestions for coping with the situation

Outcome Measures:

1. Picture presentations

2. Participation in discussion

3. Individual problem solving

Career Preparation Knowledge and Skills Domain

Goal: For the student to develop an understanding of child care and development.

Performance Objective: Each student shall work with small children in order to earn money.

Activities:

1. Initiate and help carry out;

   a. Baby-Sitters Club

   b. Have weekly meeting

   c. Discuss problems of a baby-sitter and how to cope

   d. Publicize Career Development Services to school neighborhood

   e. Have parents to tell club members what they expect of sitters

   f. Invite counselor to discuss availability of baby-sitting jobs

   g. Use film: To Baby-Sitters

Outcome Measures:

A. Enrollment in Baby-Sitters Club

B. Number of requests for baby-sitters

Career Preparation Knowledge and Skills Domain

Goal: For the individual to become aware that there are no rules or formulas for selecting and arranging the components of design, but an understanding of the elements of art and art principles are essential if design is to achieve its objective.

Performance Objective: Each student shall be able to understand and apply the basic principles of art which serve as a guide in formulation, organization and appreciation of design, as evidenced by individual illustration, creation of a design and participation in discussion.

Activities:

A. Use film Design to show the elements, of design

B. Student will compile scrapbook illustrating art principles

1. Balance
2. Harmony–or unity
3. Rhythm
4. Emphasis
5. Proportion

C. Compare, write and discuss concepts of design

D. Create Design to be used in a fabric - make and use design, (print fabric)

E. Use resource people

a. art instructor, or artist

b. Architectural Designer

Outcome Measures:

1. Participation in discussion
2. Scrapbook illustrations
3. Fabric design

Career Preparation Knowledge and Skills Domain

Performance Objective: Develop skill in application of criteria such as function, attractiveness, good design, appropriateness, durability and economic fiasibility to develop a plan for furnishing a room or home.

Activities:

1. Using scale model room plans and furniture, make room arrangements which would be well organized
2. Study available materials for decorating
3. Plan the interior of a room
4. Analyze the decor of houses from pictures
5. Make simple item for use in rooms, such as bedspread, curtains, rugs, etc.
6. Use resource people
   a. Furniture refinisher
   b. Upholsterer
   c. Interior designer
   d. Room decorator, department store

Outcome Measures:

1. Presentation of decorated room
2. Construction of a home project

Career Preparation Knowledge and Skill Domain

Goal: For students to develop knowledge and skills in the area of clothing.

Performance Objective: Each student will become aware that shopping for clothes is a choice-making process, as evidenced by planning a wardrobe, planning economical purchasing, tests of read tags and labels, and tests of knowledge of minimum standard of quality.

Activities:

1. Display tags and labels in class
2. Discuss reasons for reading tags and labels before purchasing a garment
3. Discuss advantages of having a plan for shopping
4. Make checklist of minimum standards of quality for clothing to use evaluating possible purchases.
5. Discuss advantages of wardrobe planning

Outcome Measures:

1. Plan and coordinate wardrobe
2. List information found on tags and labels
3. Test for knowledge of minimum standard of quality

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will make appropriate choices of fabric giving consideration to fiber content, construction, finish, design in relation to its intended function and her ability to sew and handle fabric as evidenced by test of knowledge of fiber content construction finish and design.

Activities:

1. Compare a variety of fabrics, discuss the characteristics of each including fiber content.

2. Determine factors influencing choice of fabric for specific purposes. Consider appropriateness of fabric for pattern, occasion, season, texture, characteristics and sewing experience of the seamstress.

3. Learn fundamental terms and practics usage: selvage, bias, grain, warp, woof, parallel, perpendicular, fabric width, anp, fold line, up and down pattern.

4. Demonstrate effects caused by garments which are not grain perfect.

Use resource people in Merchandising (Fabric Salesman)

Outcome Measures:

1. Test of fundamental terms

2. Identification of fabric finish, design and construction

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will be able to make accurate judgements relative to adaptability of pattern to fabric and to individual taste and requirement, as evidenced by the selection and manipulation of pattern, fabric and equipment.

Activities:

1. Show pattern of various figure types
2. Use checklist to evaluate difficulty of pattern
3. Demonstrate proper method for taking individual measurements
4. Compare with charts to determine figure type, correct size
5. Use charts to acquaint students with information on envelope and layout construction guide sheets
6. Discuss importance of careful interpretation and use of directions
7. Acquaint students with pattern symbols and their meanings
8. Select and indicate choice of layout
9. Demonstrate fitting, alteration of pattern
10. Demonstrate materials and tools used in transfer of marking to fabric

Outcome Measures:

1. Choice of pattern and correct size and figure type
2. Identification of pattern symbols
3. Proper use of layout guide
4. Proper use of marking tools

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will understnad the functions, processes and effects of various clothing construction techniques as a basis for making decisions and developing skills necessary to produce a garment that is attractive, durable and indicative of acceptable workmanship.

Activities:

1. Practice construction of seams
2. Acquaint students with pressing equipment and techniques on various fabrics
3. Proper handling and storage of garment during construction
4. Demonstrate fitting at various stages
5. Demonstrate hemming procedure
6. Use evaluation chart to rate garment
7. Discuss production in clothing industry
8. List ways in which large production differs from home sewing

Outcome Measures:

1. Test of seam construction
2. Evaluation of completed garment

Career Preparation Knowledge and Skills Domain

Performance Objective: Each student will become aware of career opportunities in the clothing industry.

Activities:

1. Students develop interview technique and questionnaire to be used with guest speakers
2. Presentation by garment production representative
3. Presentation by Merchandising representative
4. Presentation and film by shoe manufacturing company representative
5. Presentation by designer
6. Student will write a brief paper about a career in the clothing industry which interests her

Outcome Measures:

1. Participation in discussions
2. Paper

HOME ECONOMICS

GRADE 9

Self Knowledge Domain

Goal: For the student to begin to clarify for themselves what they value.

Performance Objective: Each student will be able to develop or clarify her individual values as evidenced by her ability to consider what she prizes and cherishes, to examine available alternatives, to act in accordance with her choices.

Activities:

1. Class discussion given key questions such as: Do you know what you want and value? Do you know all the possibilities from which you can choose? Do you know what the results of each choice will be? Do you know what choice is most likely to give you what you value?

2. As a class define word "value".

3. Use materials from sources such as Deciding. Example:

   "20 Things I like to do"

   "I Am Proud"

   "Coat of Arms"

   (Sidney T. Simon, Values Associates, Jay, New York.)

4. Role play situation

Outcome Measures:

1. Use of check lists in Activity 3 above

2. Participation in discussion

Career Preparation and Skills Domain

Goal: For students to develop knowledge and skills in the area of Foods & Nutrition.

Performance Objective: Each student will develop the ability to identify and use tools of cookery to promote efficiency and to avoid wastel understand cookery terms and apply them to achieve the best result when foods are prepared; use recipes properly to produce high quality products; coordinate preparation techniques with time schedules to produce satsifying meals.

Activities:

1. The student will identify small equipment in the laboratory by its correct name.

2. Students will arrange an exhibit of cookery tools made from different materials such as glass, enamel, aluminum, steel, wood, etc. and tell how materials influece and care.

3. Have students visit housewares department of discount or department store and study the merits of the variqus kitchen gadgets. Decide which tools are essential and which save time and make food preparation easier.

4. Have students examine cookbooks, magazines, newspapers and other publications that feature recipes. Compare the styles of writing and list cookery terms used.

5. Have students develop an efficient plan for preparing, serving and cleaning in the school laboratory.

Outcome Measures:

1. Test of tooks identification and terms

2. Report of finding from visit to housewares department

3. Students plan for preparing, serving and cleaning

Performance Objectives: Each student will develop the ability to use product standards for evaluation of foods and convenience items and evaluate the various forms of food including convenience items.

Activities:

1. Students visit neighborhood store and super markets

   a. Compare the convenience foods and mixes offered.

   b. What proportion of the store's space was devoted to convenience items and to prepared mixes?

   c. Which store has a greater variety of mixes?

2. Discuss in class factors which makes a food a convenience item

3. Visit a food processing plant

Outcomes Measures:

1. Written comparisons of various food itmes

2. Participation in discussions

Performance Objective: Each student will develop the ability to: identify, understand and apply basic principles of cookery in preparation of food products; and identify nutrients according to their richest food sources and purposes for the body.

Activities:

1. Study individually specific food groups such as: fruits, cereals, meats, vegetables, cakes, pies.

2. Study of each food group

   a. Nutrient contribution

   b. Uses

   c. Principles of cookery

   d. Purchase and storage

3. Prepare each food using basic principles of food cookery.

4. Incorporate foods studied into a planned menu.

5. Prepare and serve meal as whole and evaluate it using the preceding criteria.

Performance Objective: Students will become aware of career opportunities in the food industry.

Activities:

1. Have student locate books or articles dealing with careers in food and prepare a written report.

2. Presentation by dietitian.

3. Presentation by Home Economist

4. Have students choose and interview person in the food industry. Make a report to the class.

5. Visit a local restaurant to see how food preparation, food service and related jobs are interrelated.

Outcome Measures:

1. Written report
2. Participation in discussion
3. Report to class.